



THE ARTS CURRICULUM



The Arts

Intent

The Arts curriculum at Alt bridge aims to embed creativity within the school to build young people's confidence, character and resilience through creativity bringing learning to life through arts and culture. We aim to support the health and wellbeing of pupils through arts and culture to foster and hone pupils' passions for their art with open minds in order to enjoy engaging with the arts throughout life. Pupils will learn how to apply these processes to their own creative work and progressively develop their knowledge, understanding and appreciation of the arts.

Pupils will acquire more knowledge to enhance their skills. They will have opportunities to work with Arts professionals and organisations who will inspire and engage them in the arts equipping them with the knowledge and cultural capital they need to succeed in life. We aim to develop employability skills and encourage them to explore careers and pathways in the arts.

The curriculum is designed to support pupils to enjoy the arts to connect with and take part in the wider arts and develop creativity to enhance engagement where they are willing to participate and respond positively to artistic, musical and cultural opportunities.

Pupils will develop belonging and ownership where they are empowered to learn, engage and celebrate achievement. Our diverse range of projects provide provision for the spiritual and cultural development of pupils.

The Arts curriculum at Alt bridge aims to give our pupils a creative outlet to explore and express their emotions, affording them ways of coping with life's challenges. Helping them to reduce stress, build resilience, raise self-esteem and develop social skills.

We have high expectations and aspirations for all pupils and strive to continuously raise the standards of work our pupils produce by following the Arts Mark quality principles.

- Striving for excellence and innovation
- Being authentic
- Being exciting, inspiring and engaging
- Ensuring a positive and inclusive experience
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership

Pupil voice is a valuable part of our curriculum, we encourage them to share their views and opinions. They have the opportunities to plan their own activities with a topic remit, and to share work with others in a range of ways. Pupils are encouraged to reflect on their own learning and identify future goals in collaboration with teachers and support staff. We use questionnaires to gather student voice in order to ensure their experiences, views and wishes are at the heart of all decisions.



Impact

The structure of our Arts curriculum allows pupils to develop their knowledge and understanding of the work of artist, craftspeople, designers, musicians and organisations from a range of times and cultures and the ability to apply this knowledge to their own work. The diverse opportunities will inspire and help pupils to gain knowledge and cultural capital to succeed in life. They will have a better understanding of cultural and creative industries and career choices. They will feel more confident in their abilities to create, challenge and explore, to be part of society, and to make change happen. They will develop 21st Century skills: decision making, fluency of ideas, team- work, flexibility, originality, confidence, resilience and motivation equipping them with essential skills for life and future employment.

Pupils will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Topics and skills have been embedded throughout all years to enable learners to reflect and build on prior knowledge.

Through our arts curriculum, pupils will learn to cooperate with each other, think, question and collaborate; they will learn teamwork, independence and leadership. The selected topics have been designed to encourage and allow pupils to make progress, develop creativity and improve health and wellbeing. They will be enthused and take pride in their work.

The curriculum is broad and balanced giving every pupil the confidence to develop their skills and create a 'can do' attitude to learning.

Through a consistent approach across subjects within the cluster pupils will remember more and do more. Effective, inspiring resources will allow collaborative learning that guides, encourages and develops pupils' critical thinking skills.

Our arts ambassadors will be a key component of pupil voice and they will be empowered to inspire and inform others of any cultural news. Pupils work is showcased around the school which will encourage pupils to develop belonging and ownership, celebrating the talent and quality of art they produce.

Our Arts curriculum will create a culture of citizenship, tolerance and empathy where our pupils will be: ambitious, capable learners; enterprising, creative contributors; healthy, confident individuals; ethical, informed citizens.

We offer a broad balance curriculum where pupils have the opportunity to look at great artists, craft makers, designers, musicians and performers. In year 7 and 8 pupils will work through a series of topics and projects to build on prior knowledge and develop skills. In year 9 all pupils will complete a combined Arts award Explore qualification where they will take part in art activities, experience the arts, work and share their discovery's. They will build on these skills and at KS4 the options will be tailored to meet their specific needs and abilities where they will have the opportunity to complete a Bronze, Silver or Gold Arts award in Art, Photography or Performing Arts. There is also an opportunity for some to complete a GCSE two year course in Drama and/or Art and Design.



Peace Doves



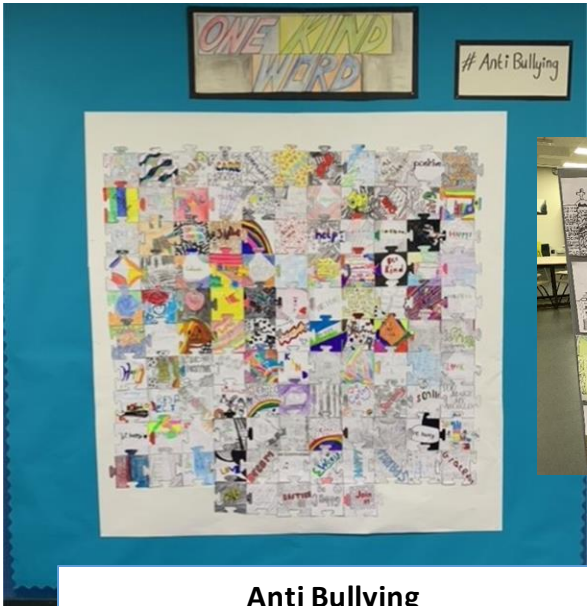
Owl and The Pussy Cat Trial



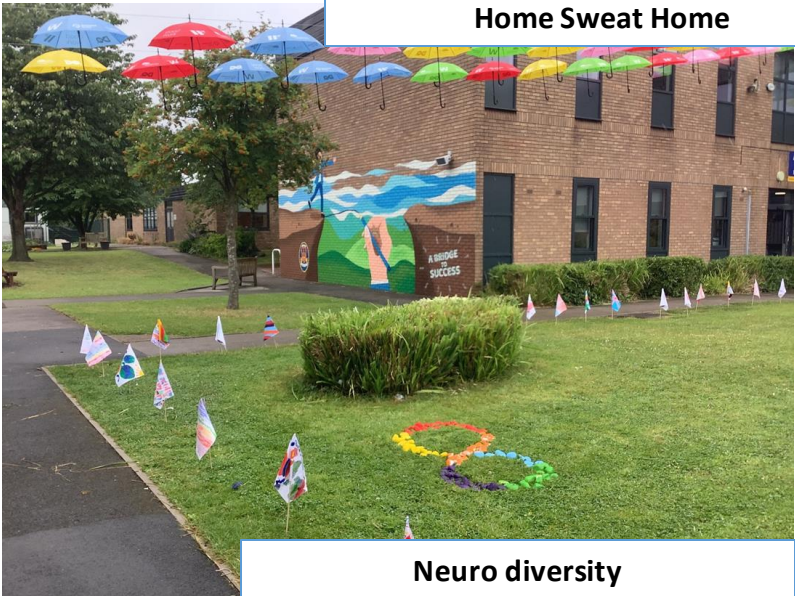
Globe trial



Home Sweet Home



Anti Bullying



Neuro diversity

Unity theatre



Kirkby Art Gallery



Tate Liverpool



SPACE- Sefton Performing Arts and Creative Education



Liverpool Street Art



Shakespeare North



Liverpool Philharmonic Hall



Liverpool Empire



The Owl and The Pussy Cat trial

Alt Bridge Voice



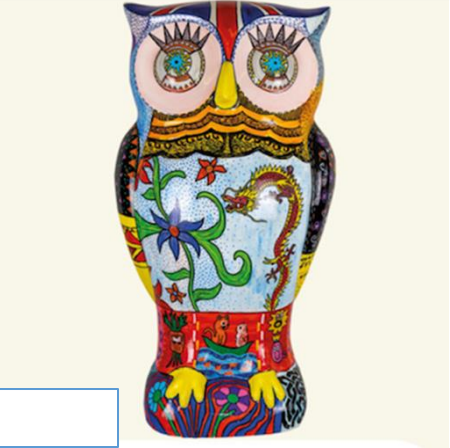
Alt Bridge Cultural Hub

Choir

Pantomime



The World Reimagined



Guitar lessons



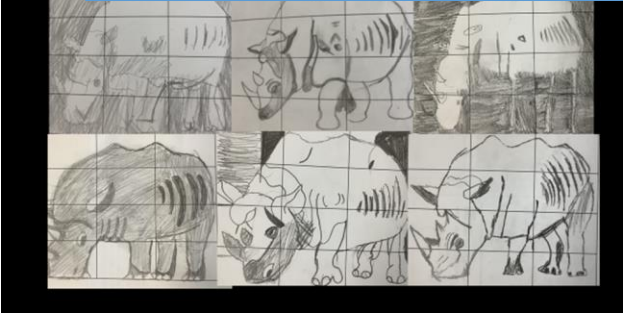
Summer Showcase

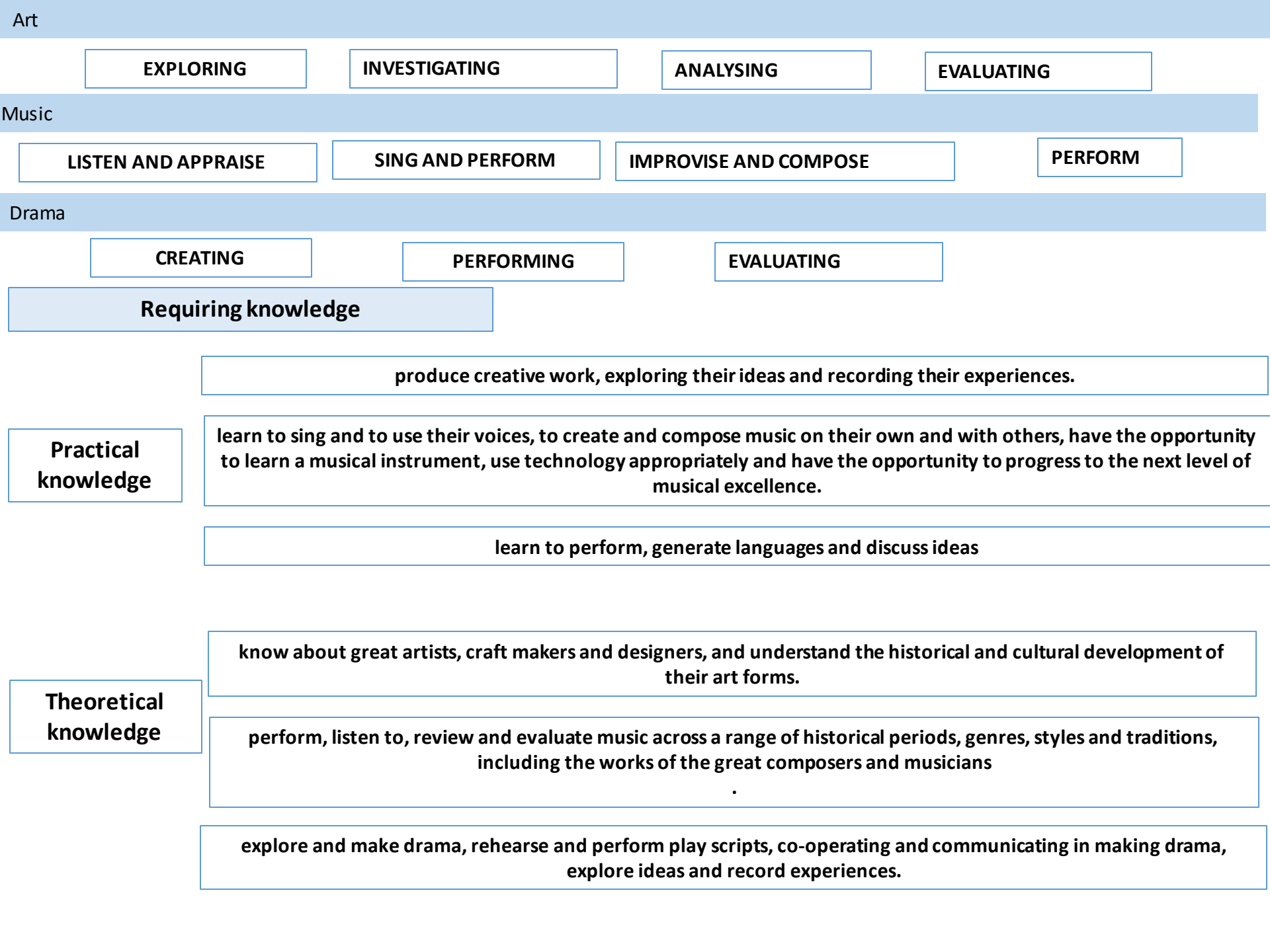


DJ sessions



Love Art Loan





become proficient in drawing, painting, sculpture and other art, craft and design techniques

**Discipline based
knowledge**

understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

be able to improvise, rehearse and performing play scripts. Use role, intonation, tone, volume, mood, silence, stillness and action to add impact

Art

Progression map

Level Expected at the End of KS3

We have selected and adapted each lesson to cater for the learning goals that link most closely to the Art and Design National Curriculum.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations	Key Stage 3 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • about great artists, architects and designers in history. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

Our Art curriculum has been designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They will develop their critical thinking skills and gain a greater understanding of art and design. They will learn about local and historical artists and how art and design reflected and shaped our history. They will develop cultural awareness and be inspired to become creative individuals.

In Art, students will know the formal elements of art and how this can influence and drive creative decisions; explore a wide range of artistic techniques and how world events and social issues influence artistic response. Students will be able to record, experiment, develop, review and refine before producing resolved final outcomes using a range of media.

Through our curriculum, we aim to provide students with an experience that is exciting and to ensure that our students combine practical skills with creative thinking, developing highly valuable and transferrable skills for future careers and life.



Implementation

Each unit comes with an overview, an end of unit assessment to ensure progression of skills and knowledge and that outcomes have been met. Each project focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Lessons will develop pupils' techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



Impact

Art and design learning is loved by teachers and pupils across school. Pupils have higher expectations and more quality evidence can be presented in a variety of ways. All pupils use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Pupils improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Pupils will become more confident in analysing their work and giving their opinion on their own and other works of art. Pupils show competences in improving their resilience and perseverance by continually evaluating and improving their work. All pupils in school can speak confidently about their art and design work and their skills.

Drama

Progression map

Level Expected at the End of KS3

We have selected and adapted each lesson to cater for the learning goals that link most closely to the English National Curriculum programme of study

Key Stage 3 National Curriculum Expectations

Spoken English

Pupils should be taught to:

- improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Pupils will learn about staging- upstage and downstage

Intent

By the time students leave Alt Bridge they will have a grasp of the speaking and listening skills required for life outside the school environment.

These skills include:

- Confidence speaking in a group and individually
- Working as part of a team
- Formulating and sharing their opinions
- Adapting their language to suit the situation
- Being respectful to others
- Showing empathy and understanding
- Staying on topic and developing a deeper understanding of what is being discussed
- Listening to others and responding appropriately to what is said
- Communicating their wants, needs and ideas effectively

Students also experience Drama as an art form, and be able to identify elements they can relate to; as well as being exposed to a wide range of cultural experiences to develop their cultural capital.

They will have experienced:

- Being in performances on different scales (within lessons, school productions, productions outside of school)
- Critiquing drama they see, and have their own work evaluated
- Technical elements of drama (lights, sound, costume, make up, props)
- Working as an ensemble
- Making links with other art forms and subjects
- Devising their own work from given stimuli
- Working from scripts to create performances
- A range of different styles and genres of drama

The Drama department aims to develop individuals who are confident members of our society, aware of their own worth and value, and able to creatively problem-solve in order to make the changes necessary in their lives for their world to be a better place.



Implementation

Each unit comes with an overview, an end of unit assessment to ensure progression of skills and knowledge and that outcomes have been met. Each project focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Lessons will develop emotional maturity, and give pupils a deep understanding of themselves. Being able to use their voices, bodies, emotions, creativity and self-esteem.

Pupils will complete a series of creative projects throughout KS3 where they will :

- develop creativity through understanding the benefits of participation in the arts, performance and creativity during their school journey
- develop co-operation & collaboration
- develop confidence in communication through developing vocal and physical skills
- explore social issues through drama to develop tolerance and understanding
- be exposed to different peoples' perspectives and emotions on issues and events
- be exposed to and use subject specific vocabulary effectively
- study the history and influence of different practitioners on drama
- develop an ability to evaluate their own and others' work

Impact

Drama is measured using the following methods:

- Images and film clips of the young person's practical learning.
- Quality of practical performance outcome.
- Portfolios of evidence for Arts Award.
- Student evaluations / Peer assessment.
- Behaviour of students during performances (listening and being respectful)
- Annual reporting to parents.

Music

Progression map

Level Expected at the End of KS3

We have selected and adapted each lesson to cater for the learning goals that link most closely to the Music National Curriculum programmes of study

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations	Key Stage 3 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p>Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history

The national curriculum for Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Intent

Our Music curriculum allows pupils to listen and appraise, perform and compose music from a variety of styles and genres while developing knowledge and understanding of the key elements which make up Music. Our music curriculum is designed to introduce pupils to a broad repertoire of music from popular music and music from around the world. We use the engaging Chranga music education schemes which are fun, holistic, differentiated, spiral approach to music teaching and learning. Songs are at the heart of each lesson, drawing out all the elements of musical learning from interacting with those songs. Schemes are integrated, practical, exploratory and child-led approach to musical learning. The curriculum has been designed so pupils can weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Music has the opportunity to bring people together and we want our pupils to connect with others and realise their creative potential. Students will be given opportunities to play a range of instruments including piano, rock band instruments and world instruments such as Samba and Bongos. Pupils will develop and gain the skills and knowledge required to compose, perform or appreciate musical works along with a wealth of experience in accessing music making on a range of instruments. The units have been designed to equip pupils with the technical skills and creativity to compose and perform. We aim for an inclusive curriculum irrespective of abilities that motivates pupils to participate and communicate



Implementation

Each project focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Lessons will develop understanding of musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Impact

Music is loved by pupils across school and the experiences we offer, will engage and inspire pupils to have a love and appreciation of music. Pupils will be able to express themselves through different mediums. They are empowered to shape sound and exercise their imaginations. They will develop skills to succeed in the future including inventiveness, resourcefulness and imagination.

Pupils will develop a passion for music that will feed into everyday life whilst playing, listening and enjoying music, They will enjoy the pleasure of mastering a tune or song and provide them with a creative outlet that exercises their mind.

Students are assessed against the three GCSE components Composing, Performing and Appraising. This assessment covers topic specific appraising tasks, peer and self-assessment and end of topic performance/composition teacher assessment. Understanding and recall of key words and music theory is regularly tested using online tasks and whiteboard question and answer.

Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it will help pupils understand themselves and relate to others, forging important links between the home, school and the wider world. By encouraging the enjoyment and engagement in music, children will develop the skills, knowledge and understanding that will allow them to fulfil their potential.

Our school choir and group performances enables pupils to build confidence, self-esteem, co-operation and resilience.

The Interrelated Dimensions of Music

Progression through Charanga

Progression throughout the units of work reinforces the interrelated dimensions of music

With each new song, pupils start again with the foundation of pulse the rhythm, then pitch, adding new dimensions as you progress.

This represents the ever increasing spiral of musical learning

